



Special Education Needs and Disability Policy

Approved by The Youth Engagement Schools Trust: May 2024

Date Reviewed by Raise Local Support Board: TBC

Date for Policy review: Summer 2025

The Raise Academy's Special Educational Needs Coordinator (Semco) is **TBC**

If you have a Special Educational Need or Disability (SEND) issue you are invited to email our SEND coordinator at **TBC**

INTRODUCTION

The whole team at the academy is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified Teachers and Learning Mentors. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of Academy life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

MISSION STATEMENT – THE RAISE ACADEMY

At Raise we recognise that whilst all children are different, each student deserves the same opportunities in life and therefore in order to achieve true equality and deliver an equitable experience in education, the answer is not in ensuring that all students have exactly the same, rather that all students have what they need to succeed. Through the ability to offer an individualised and personalised, engaging curriculum, delivered by specialists, we have the chance to make a real difference and affect change in a special group of young people, their families and the wider local community.

All members of staff have a commitment and passion to deliver the best possible educational experiences, encouraging all students to dream big and empowering them to lead successful and fulfilling lives, in a safe and protected, well-supported atmosphere. Our aim is to reignite that love for learning that may have been lost at some point, through inspirational teaching and provision of opportunity.

As with all schools in the YES Trust, The Raise Academy will be underpinned by the following **Trust values**:

The YES Trust is committed to providing **child centred** education, by developing **authentic relationships**, and being **adaptive & sensitive** to each pupil's individual needs. The mission of the Trust is to **transform lives**.

'**Raise**' represents far more than just a name for a school. It neatly summarises our vision for the Academy, and expresses the ethos for education we strive to provide; an ethos focused on positive achievement and success at every stage.

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all students whilst meeting students' individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Local Support Board (LSB) will ensure that appropriate provision will be made for all students with SEND.

AIMS AND OBJECTIVES OF THIS POLICY

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all students requiring SEN provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet student need
- We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.
- We aim to provide the best possible care and education to all of our students. Therefore we are committed to adhering to the Special educational needs and disability code of practice: 0 to 25 years (2015).

2. ADMISSIONS

No student will be refused admission to school on the basis of his or her special educational need. In line with the [SEN and Disability Act](#) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

3. MANAGEMENT OF SEN IN THE ACADEMY

The LSB has delegated the responsibility for the day to day implementation of the policy to the Special Educational Needs and Disabilities Co-ordinator who has Qualified Teacher Status and has completed the NASENCO Award or The NPQ from September 2024. The management of SEND is supported by the administration staff.

All school staff have a responsibility for students with SEND in their class, to ensure Quality First Teaching with differentiation and personalisation in order to meet need.

Staff are aware of their responsibilities towards students with SEND, whether or not students have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all students by adults in school. Staff responsibilities are identified in individual job descriptions. All students will have Student Profiles which the Pastoral Lead will create, so that staff have first hand, up to day information about each and every child.

THE SENDCo IS RESPONSIBLE FOR:

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing any learning support assistants
- Overseeing the records on all children with SEN
- Liaising with parents of children with SEN (in conjunction with staff)
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology
- Services, health and social services, and voluntary bodies
- Liaising with the relevant Designated Member of staff where a Cared for Child has SEN
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with potential next providers of education to ensure a student and their parents are informed about their options, and a smooth transition is planned

- Working with the Headteacher and Associates of the LSB to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date

4. IDENTIFICATION AND ASSESSMENT

We accept the principle that students' needs should be identified and met as early as possible, wherever possible.

There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a student we also consider the needs of the whole child, which may also impact on a student's progress.

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a student we also consider the needs of the whole child, which may also impact on a student's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Cared for Child (CfC/LAC)
- Being a child of a service woman/man.

The SENDCo works closely with the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- The analysis of data, including entry baselines, SATs, reading ages, CAT tests, NGRT, NGST, annual and termly student assessments
- The use of our local authority SEND criteria
- The following up of teacher concerns
- The following up parental concerns
- Tracking individual student progress over time

- Information from previous schools on transfer
- Information from other services

The SENDCo maintains the provision map which shows the area of need for each pupil which is regularly updated when new information is given.

5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all students, Teachers adapt the work to meet individual learning needs and to mark work effectively.

Where students are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for students is related specifically to their needs.

A provision map records the primary and secondary needs of all pupils.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA or Learning Mentor LM
- Individual class support / individual withdrawal
- Further differentiation of resources
- Study buddies/peer mentors
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment or staff training

6. MONITORING STUDENT PROGRESS

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline
- Equals or improves upon the student's previous rate of progress

- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour

7. RECORD KEEPING

The school will record the steps taken to meet students' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

8. TARGETS AND STUDENT PROFILES

All students will have Individual Education and Support Plans which set out targets and any provision made that is additional to and different from usual classroom provision.

For students with an EHCP, provision will meet the recommendations on the plan.

Strategies for students' progress will be recorded in Individual Education and Support Plans containing information on:

- Student likes/dislikes
- Short-term targets
- Successful teaching strategies
- Provision or Intervention provided

The Individual Education and Support Plans will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. Targets set will be focused on academic, personal/social and emotional development. Student Profiles will be created through discussion with both the student and the parent or carer.

8.1 REVIEWING AN INDIVIDUAL EDUCATION AND SUPPORT PLAN

Individual Education and Support Plans will be reviewed at regular intervals with the inclusion of the staff team, parents and carers and student views

8.2 CODE OF PRACTICE, A GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice.

The Code of Practice advocates a graduated response to meeting students' needs.

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support and add the student to the SEN Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Particularly targeted intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

In such cases a cycle of assess, plan, do, review will be implemented to identify key concerns and strategies in order to support the needs of the student and allow progression.

Parental consent is sought before any external agencies are involved. The resulting Individual Education and Support Plans may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults

9. REVISION OF STATUTORY ASSESSMENT

The vast majority of our students will already have had a Statutory Assessment completed and will be in receipt of an EHCP. However, the school will offer a limited number of Assessment places. These will be offered in conjunction with the Local Authority and the school will look to support the student, parent and the completion of the assessment at this time. If the Assessment results in an EHCP for SEMH, with the requirement for specialist provision The Raise Academy will, where appropriate and feasible offer a permanent

place at the academy. In such cases that the assessment does not result in an EHCP The Raise Academy will support the student and parent to transition to a suitable and agreed educational placement.

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the student remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the student
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

9.1 EDUCATION, HEALTH CARE PLANS

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the student requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Or shorter term
- Established through parental/student consultation
- Set out in Individual Education and Support Plans
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

9.2 REVIEW OF AN EHCP

EHCPs must be reviewed annually. The SENDCo will organise these reviews and invite:

- The student's parent
- The student if appropriate
- The relevant teacher or school support staff
- A representative from the Local Authority SEN Team
- An Educational Psychologist (if involved)
- Any other person/professional the SENDCo or parent/carer considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the objectives on the EHCP
- Review the provision made to meet the student's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year. LA support is also requested for leavers to facilitate progression post 16.
- Consider appropriate targets for Post 16 destination if student is in Year 11

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

10. PARTNERSHIP WITH PARENTS AND CARERS

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents

- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- Involving parents in decision making as to how a student's individual budget may be allocated to provide support for their child.

11. INVOLVEMENT OF STUDENTS

We recognise that all students have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all students are involved in monitoring and reviewing their progress.

We endeavour to fully involve all students by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition, students who are identified as having SEND are invited to participate in:

- Individual Education and Support Plan reviews and setting of individual targets
- Regular meetings/communication with named adults
- Where appropriate, working with learning mentors or Teaching Assistants

- Annual review

12. SPECIAL PROVISION

The school has the following special facilities:

- Disabled toilets with hand rails;
- All classrooms are: carpeted (excluding practical areas), have rubber soled tables and chairs, high frequency lighting.
- Individual adaptations will be made for specific students e.g. chair supports and individual work stations as required.
- Lift access to second floor

13. LINKS WITH EDUCATIONS SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For students on our SEN Register any one or more of the following agencies may be involved (this is not an exhaustive list):

- Educational Psychologist
- School Nurse
- Paediatricians
- Social Care
- Youth Support
- CAMHS

14. LINKS WITH OTHER SERVICES AND SCHOOLS

Effective working links are maintained with:

- Substance misuse support teams
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

15. TRANSITION

Following consultation by the Local Authority, if it has been agreed that The Raise Academy are able to meet need and a place has been offered and accepted, then an appropriate, bespoke transition will be accommodated according to the needs of the student.

This may look different for each individual and may take place over varying lengths of time and in different locations, possibly starting in the home or

current educational setting, building to on-site visits during or out of school hours, increasing to episodes and durations that are achievable to build confidence and familiarity, thus paving the way for success, giving appropriate consideration to the previous attendance and past experiences of education of many of the cohort of students.

During transition, key relationships are forged with pastoral staff, including the Form Tutor, with student interests and passions explored. Academic baseline testing will be completed at an appropriate stage during this process to inform grouping and support the sharing of information available to staff, in addition to the EHCP, Ed Psych reports etc.

Key documentation will be shared and signed by parents/carers, with support provided for parental access to online platforms such as Arbor and ClassDojo, as well as the ordering of school uniform items.

16. INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken will be detailed in the Headteacher's report to the LSB each term.

17. RESOURCES

The provision for SEND is funded through the main revenue budget for the school and students who receive additional funding. Funds are deployed to implement the SEND policy and to support individual students.

18. COMPLAINTS

If there are any complaints relating to the provision for students with SEND these will be dealt with in the first instance by the Headteacher/ SENDCo. The chair of LSB may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

19. SEN INFORMATION REPORT

SEN Information Report for parents and carers

How does the school know if students need extra help and what should I do if I think my child may have Special Education Needs?

At The Raise Academy, we regularly monitor and assess our students as a whole school team. We will look at the child's achievement in learning, social, mental and emotional health and any changes in a student's behaviour. It is our aim to identify any special education needs as early as possible. There are many ways of identifying a student's needs which may include:

- Previous child's history
- Student Assessment (including any assessment or testing in a previous school)
- Sharing of information from all staff
- Direction from the SENDCo
- Listening to Parents
- Listening to the Students
- Seeking advice and liaising with other professionals

If you have any concerns regarding a particular subject, please contact the subject teacher in the first instance. If your concerns are more wide spread, you may wish to speak to your child's Form Tutor or the SENDCo.

How will school/staff support my child's needs?

Once an additional need has been identified there are various ways in which your child may be supported. Students will have an Individual Education and Support Plans which are accessible to all members of staff. Students area of need will be recorded on a provision map which is accessible to all staff and regularly updated. Teaching staff may provide additional work to support the students learning, and the class material will always be differentiated to ensure that the needs of all children are met. Some students may be involved with subject specific intervention work, which will be in small groups or on a 1:1 basis.

The progress of our students with SEND is monitored by Teachers, the SENDCo, Senior Leadership Team and School LSSB.

How will the curriculum be matched to my child's needs?

We believe that all students including those with Special Educational Needs should be offered a broad and balanced curriculum and should have access to all subjects and areas of learning. Through high quality teaching all students will be taught in small classes (no larger than eight) with a class teacher and one other member of staff. Lessons will be differentiated to meet the student's needs and to ensure that all of our students have full access to

the curriculum. In some instances, students may be withdrawn on occasion to follow intervention programmes with specialist skills staff and some 1:1 support based teaching.

How will school and you know how your child is doing and how will you help me to support my child's learning?

- All of our students are assessed and monitored regularly. Parents and carers will be able to monitor their child's progress and behaviour on a daily basis through Class DoJo. Rewards for attainment and effort are issued to student's weekly via the weekly praise assembly.
- Teachers will closely monitor grades against target grades to assess student progress.
- Alongside these assessments we also have parents evening/drop in sessions once a year where parents and carers can come into the school, view their child's class work and discuss progress and next steps with class teachers.
- Students progress will be assessed regularly through various methods to provide a holistic overview
- Students work will be checked and monitored regularly. The SENDCo will also closely monitor all of our student's progress and meet to review targets and progress, this may also be supported by any outside agencies working with the student.

What support will there be to support my child's overall wellbeing?

All of our staff are part of a pastoral support system and this begins with the student's form tutor. We have a team of Pastoral Support assistants led by the Pastoral Lead who will work closely with students addressing any pastoral issues that they may have, our pastoral team also work closely with parents to ensure that the best possible strategies are in place.

All students with SEND may need extra support and will be assigned a keyworker, this person will work closely with the student, parents and carers and staff, to ensure that the students individual needs are addressed.

We will have a trained counsellor on site who will work with our students on a 1:1 or small group basis, addressing any mental health issues that a child may have. The length and frequency of these sessions will be determined by the counsellor. The school Counsellor will aim to support the family as a whole.

Students will be encouraged to develop their Social Skills and The Raise Academy will offer a wide range of social activities. With the support of all

members of staff there will be a range of activities during social times as we understand that a student with SEND may face more challenging social situations and will need the extra support to help them overcome these.

We are also extremely proud that our students will take on the roles of Peer Mentors and Buddies, in our experience peers are excellent when supporting other more vulnerable students within school.

Our school has a highly qualified experienced team to support all of our students including those with SEND:

- All our teachers hold qualified teacher status and regularly attend training on how best to support our students with SEND
- All staff are offered training in order to provide the best possible care and education for all our students
- Our Safeguarding team ensure the protection, safety and the wellbeing of all our students
- Our Pastoral team offer a highly supportive and nurturing approach when dealing with the wellbeing of our students
- A school counsellor is also available on site to speak to students
- A Speech and Language assistant is available on site to support our students
- PHSRE lessons that focus on mental health and wellbeing

We also work very closely with outside agencies/professionals; these include:

- Education Welfare Service
- Community Paediatricians
- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Medical Needs Team
- Social Care
- Sensory Service (hearing and vision impaired students)

How will my child be included in activities outside the classroom including school trips?

All of our students will have full access to extra-curricular activities and school trips. At The Raise Academy we believe that extra-curricular opportunities enrich the learning of all of our students.

In some instance we may need to differentiate the opportunity for our students with SEND this may mean that a teaching assistant or another adult will support them during these activities.

If a student with SEND wishes to engage in such activities/trips wherever possible we will endeavour to ensure that this is possible.

How accessible is the school environment?

At The Raise Academy we ensure that this does not affect the accessibility for our SEN students. We have ramps to all of our external doors. There is a lift to the second floor for students who are unable to use the stairs. We have a fully accessible disabled toilet.

How will the school support and help my child to transfer to the next stage of their education?

During transition to a post 16 destination, we will ensure that we attend the annual reviews and that any changes reflect the well-being and success of the child when transferring to a new destination. Every effort will be made to support students leaving The Raise Academy and this will include visiting new destinations with students.

We work closely with parents and invite parents to the Academy for open evenings where there is additional opportunity to speak with our SENDCo.

Our transition process for students with SEND is completely individual and this will be planned carefully with our staff, parents and carers and the student.

Throughout your child's journey at The Raise Academy there will be regular reviews, meetings and monitoring to ensure your child is achieving their maximum potential. Any transitions throughout the Key stages will be supported by our staff, SENDCo and parents and carers.

How is the decision made about what type and how much support my child will receive?

When a student is first identified as needing additional support parents will be invited in to meet with the SENDCo.

During this meeting your child's learning progress will be discussed and all will agree appropriate targets and actions which will be put into place to support your child's needs. Your child will also then be involved in the meeting and their thoughts and opinions will be taken into account.

Outside agencies may also be invited into school and will input into the process of supplying additional support/ resources.

The school will then document your child's target in an Individual Education and Support Plans which identifies your child's targets, what staff can do to help and what the child wishes to tell staff about their learning, this document is then made accessible to all staff.

How can you be involved in the school?

We encourage parents to be actively involved in the school.

There are opportunities for parents to become involved in the life of the academy, we also have Parent Associates on our LSSB.

There will be social occasions running throughout the school year to encourage our parent and carers and The Raise Academy staff to come together.

Who can I contact for further information?

For further information, please contact your child's form tutor, the school SENDCo or the Pastoral Lead.

20. LOCAL OFFER

The Halton Local Offer:

- includes information about the support and provision that families can expect from a wide range of agencies for children and young people with Special Educational Needs and/or disabilities (SEND) from birth to 25 years old
- covers support and provision for children and young people with and without an Education, Health and Care Plan or Statement of Special Educational Need
- is set out in one place so families and professionals have access to the same information
- describes available support and services within Halton, along with provision outside of Cheshire East that families may also be able to access
- has been co-produced with families and professionals from a wide variety of agencies across Halton

Further information can be accessed here. [Halton Local Offer](#)

APPENDIX 1

GLOSSARY OF TERMS

EP

Educational Psychologist – a trained individual whose role is the application of psychological principles to teaching and learning. They provide support in assessing specific children and developing the school's strategies to increase inclusion.

EHCP

An Education, Health and Care plan is a result of a statutory assessment of a child. The Education Healthcare Plans will be introduced across England & Wales during 2014. The Plans themselves originate from the Children & Families Bill which is currently being processed through the House of Commons. The main aim of the EHC (Education Healthcare) Plans is to replace the current system of Individual Healthcare Plans (IHPs). An EHC plan is a legal document which describes:

- a child or young person's special education, health and social care needs
- the help that will be given to meet those needs
- what the young person will be able to achieve as a result of the support

The plan is drawn up by the local authority after a formal assessment process called an EHC Needs Assessment

EWO

Education Welfare Officer – a person employed by the LEA to help parents and LEAs meet their respective statutory obligations in relation to school attendance.

Inclusion

The principles of inclusion from "Excellence for all children. Meeting Special Educational Needs" DFEE (Oct 1997) – Inclusion is a process by which we mean not only that students with SEN should wherever possible receive their education in a mainstream school, but also that they should join fully with their peers in the curriculum and life of the school i.e. SEN children should generally take part in mainstream lessons rather than being isolated in separate units however separate provision may be necessary on occasion for specific purposes, and inclusion must encompass teaching and curriculum appropriate to the child's needs.

LEA

Local Education Authority

TA

Teaching Assistant – an assistant providing in-school support for students with special educational needs and/or disabilities. An SA will normally work with a

particular student or students providing close support to the individual student and assistance to those responsible for teaching him/her.

SEND

Special Educational Needs and Disabilities

SENDCo

Special Educational Needs and Disabilities Coordinator – person responsible for coordinating and overseeing the day-to-day provision of students with SEND

Areas of Special Needs

Communication and Interaction

This includes:

- Speech and language delay/impairment or disorder
- Specific Learning Difficulties (dyslexia, dyspraxia)
- Hearing Impairment
- Autistic Spectrum
- Difficulties as a result of permanent sensory/physical impairment

Cognition and Learning

This includes:

- Moderate/severe/profound learning difficulties
- Specific Learning Difficulties (dyslexia, dyspraxia)

Social, Emotional and Mental Health

- Withdrawn/isolated
- Disruptive/disturbing/hyperactive/lacking concentration
- Immature social skills
- Specific Mental Health issues such as Anxiety and Depression
- Those presenting challenging behaviours arising from other complex needs

Sensory and Physical

This includes:

- Hearing and visual impairments
- Medical needs
- Physical impairment